

THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

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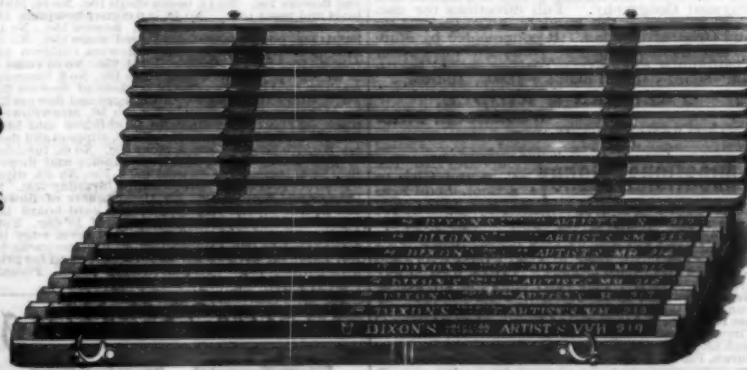
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more acceptable than the illustrated paper about "Some Home-Made Christmas Gifts." In the "Authors Worth Reading," the young treasure-seekers are enriched by choice selections from the best writers. Nat. S. Low contributes an amusing account of the "New York Sidewalk Trade." This contains six illustrations, and is a most readable and instructive article. The fortunes of "The Boy who Tried" will be eagerly followed by his friends through this instalment. Poetry has not been forgotten, as the "Christmas Hymn" will show; and the little ones are more than remembered in fable, pictures and verses. Pleasing shorter articles find fitting places in the number, and the departments are all brimful of interesting work. In short, the Christmas number is high-water mark. TREASURE TROVE is 50 cents a year. Sample copies free on application to E. L. Kellogg & Co., 21 Park Place, N. Y.

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CHRISTMAS BELLS.

I heard the bells on Christmas day,
Their old, familiar carols play,

And wild and sweet

The words repeat

Of peace on earth, good will to men!

And thought how, as the day had come,
The belfries of all Christendom

Had rolled along

The unbroken song

Of peace on earth, good will to men!

—LONGFELLOW.

SCHOLARSHIP must always be the main thing in the college; but it is not what the primary and secondary schools must aim at; these must meet the needs of the world which calls for absolute manly character and power. This is education.

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THE end of the year finds the wheels of Educational Progress in motion. Every friend of a genuine reform in the methods of teaching will rejoice at the aspect. We have but to take courage and go on. The teacher can well afford to be hopeful, for the last days of many of the past years have looked dreary in the school-room. If we look for the cause of this great change we shall find it in the increased intelligence and earnestness of the teacher.

THERE is something grand in the faith of the American public in education. No country in the world has built its institutions on the basis we have. And, so far as we can see, no one is disposed to waver in this policy, though everyone is ready to confess some disappointment in its results. The popular instinct is probably right, both in its confidence and its dissatisfaction; right in its faith in schools of all grades, and right in believing that they do not con-

tribute directly and surely to what is required of them.—Independent.

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CHRISTMAS has special significance to the true teacher. He may or may not receive and give gifts, but he cannot but think that he has had a part in making the day a joyful one; he has sought to spread knowledge and to induce right living. The humblest teacher has been inspired by reading the account of the methods and ideas of the Judean teacher; and has continued in his field of work when no pecuniary gain encouraged him, in order that he might sow seed that should spring up and bear precious fruit. Let every teacher as he sees the evidence of growth in uprightness, in honor, in knowledge and in obedience to the laws of the Creator take new courage; he may justly say "I have helped to accomplish this." What higher work is there?

(The above was omitted from the last number of the JOURNAL.)

THE Pittsburg Course of Study for the lowest primary pupils prescribes in number as follows: "Read and write numbers to five, from objects and from figures; write numbers to five from dictation. Roman notation to five. Treatment of numbers in combinations in Addition, Subtraction and Division to five, using objects."

The New York Course of Study prescribes for the same pupils as follows: "Counting by ones to 100, by twos and threes to 50; also counting backward by ones from 10; ADDING by ones and twos mingled to 20; figures to be read to 100 and written to 30."

Now which of these best conforms to the laws by which the child obtains a knowledge of number? We should like to know the opinions of those who have examined this subject. For ourselves we cannot but deem the former far superior philosophically. In New York, the young pupil is taught addition for six months, then subtraction is introduced; after six months more he learns there is such a thing as multiplication; in one year after this division is brought to his knowledge. In this according to psychological principles? Look at this, please.

LET us try to state the position of things. The key of progress is in the hands of the county officer. If he comprehends the situation, then will education be something besides a mere name. We talk of education being accomplished in the schools—the number is few; for, no sooner does one raw recruit step out than another takes his place, and the experimenting goes on anew. As, on an average, the teacher holds his place but four years, the schools are in the hands, very extensively, of inexperienced teachers. We are too apt to settle down and say, "Well, it cannot be helped." This we deny. We affirm that with right county officers this state of things could come to an end in

a year or two. (1) This officer should hold a *county normal institute* every year of four weeks in duration. (2) The teachers should be classified—four divisions, probably. (3) A course of study like that of the normal schools should be laid out. (4) The pupils of the first class after four weeks at institute should get certificates for six months and then study for eleven months (until next institute) to enter the second class, etc., etc.

There should be instruction in the art of teaching; a class should be taught before the classes each day of the institute.

This is what *should* be done. Now who will do it? We know of several men who have made a beginning. County Superintendents, we mean you.

THE CLOSING YEAR.

The year is narrowing to its close. Christmas with all of its precious associations is followed by a few days in which the sunlight is brief and the darkness long; the New Year hastening along and we are launched on an untried portion of time.

Whether we desire it or not, we fall to thinking; we think of ourselves too. We are glad to see any reasonable enjoyment, especially among children. We feel that the young should have happiness no matter what the old may have, so that Christmas is always welcomed by us. But we have only begun to think when we have reached this point. We ask what is the source of real happiness? how is it promoted? have we promoted it? do the schools promote it?

And as we go on in our meditation it becomes clearer to us that if Christmas means the reign of the principles which Jesus proclaimed there is a close connection between Christmas and the schools. Both welcome the child.

The true teacher can give a hearty hail to the day that is kept as the anniversary of one who went about doing good, for he can humbly claim that is his own mission on earth. And helping as he has in so many ways (not as many as he might, he confesses) the advent of the time when the laws of God shall be cheerfully obeyed, he may give a hearty welcome also to the New Year.

For by means of the teacher it is apparent that the world is better off every year; better physically, better morally. Let us take courage then and renew our devotion to our work. We are causing happier Christmas days and more perfect years to come to pass.

1883.

The past year has not been a momentous year to the civilized world. Peace has prevailed in America and Europe, but a war cloud has been slowly gathering over China and France. Great floods on the Danube and Rhine and Ohio brought distress to thousands in the valleys of those rivers. Among the political events of the year was the election of Benj. Butler as Governor of Massachusetts; it greatly annoyed the descendants of the Pilgrims. Cetewayo was reinstated as King of Zululand. Civil service reform was actually begun here. Alexander III. was crowned as Czar in spite of the Nihilists. The Star Route trials ended with the verdict "not guilty." The Emperor of Japan suppressed many newspapers. The

new tariff went into operation in this country. Treasurer Polk, of Tennessee, has embezzled over \$360,000. The Jews in Russia and Hungary have been ill-treated. Peace exists between Peru and Chili. There were many disasters on sea and land; the sinking of the City of Brussels, the Cimbria, the Agnes Jack, Kenmure Castle, the Yazoo, the Granite State, the Riverdale and the Woodburn, caused the loss of many lives. The burning of the Newhall House in Milwaukee, of the village of Sterling, Ont., the Exposition building at Pittsburgh, are only a few of many great conflagrations. The explosion of a powder factory at Minden, Holland, and at Scutari; cyclones in several states are the most noted of these disasters. The disaster which occurred at Tehichipa on the Southern Pacific road; the panic in the school of the Most Holy Redeemer, N. Y. City, and on the East River Bridge, and at Sunderland, England, occasioned a loss of many lives. Several persons were found guilty of the Phoenix Park murders; Brady, Curley, Fagan, and Kelly and Caffrey were hung. Earthquakes were felt in Central America, Ecuador, and Chili, Ischia, San Salvador, Smyrna, and volcanic eruptions in Java. Among the illustrious dead are the great artist Gustave Dore, Clark Mills the sculptor, Prince Charles of Bavaria, Dr. Geo. M. Beard, William E. Dodge, Flotow and Wagner, composers of music, ex-Governor Morgan, Alex. H. Stephens, J. R. Green, the historian, Gortschakoff, Peter Cooper the philanthropist, Jeremiah S. Black, Count de Chamboard, and Tourgenieff. Among other events are the bringing home of the remains of John Howard Payne, to deposit them in American soil; the issue of new five cent pieces, the arrival of envoys from Madagascar, the raising of fifty thousand dollars by the *Herald* for the Ohio flood sufferers, the opening of the East River bridge, the placing of the bust of Longfellow in Westminster, the breaking out of cholera in Egypt, the strike of the telegraphers, the completion of the Northern Pacific Railroad, opening of a telegraph line from Bangkok to Calcutta, Centennial celebration at Newburgh, the celebration of Martin Luther's 400th birthday, and the adoption of standard time in America.

As we look back we see that while we have lived in a time of steam, powder and telegraphs, yet that human nature is yet the same. People are more comfortable, but are they happier?

WHEN Germany lay in the abject condition to which the battle of Jena brought her, *Von Stein* proposed to reconstruct by the slow method of national education. He succeeded so well as to draw upon himself a declaration of war by Napoleon. He was probably the only private citizen in the whole history of the world who enjoyed the distinction of having had war made upon him distinctly by name, as was done by Napoleon when he proclaimed hostilities against Austria "and the *Freiherr Von Stein*." The Prussian schools, under his direction, became part of the public system and were worked definitely toward the end of producing such citizens as Prussia needed. One example may show how they have promoted the interest of society. A few years ago complaint was made in the Diet that in one of the provinces property was unsafe; people were suffering from intruders, small thefts, poachers, and thieving boys in gardens and orchards. The Diet was petitioned to police the district and to correct the abuse. The chancellor replied it was not a matter for the "police," but for the schools. "What are the schools about?" he asked. "Have they no schools? What are they doing with their boys? Let them teach them properly."—*Independent*.

For the SCHOOL JOURNAL.

LETTERS FROM NORMALVILLE. NO. IX.

MR. W. W. SPEER'S DEPARTMENT.

As one enters the door of Mr. Speer's room he is struck with the air of neatness, of simplicity, of homeliness. First, he sees the sixty or more new and nicely finished desks. Next he sees a floor free from scraps or litter of any kind. Standing at the back of the room he will next notice a motto from Pestalozzi, back of the teacher's desk. It reads: "Observation is the absolute basis of all knowledge." To the left of this is another motto in white chalk, worked on the blackboard, reading: "Do no careless work." On the right wall is a motto, made of large letters, composed of small red and white paper squares (the work of pupils), the whole effect of which is very attractive as well as effective. This represents an important New Educational principle with the words: "Ideas before words."

Glancing over the blackboards at the corners of the room, we see shelves cheaply yet prettily adorned with tissue paper fringes. On the shelves rest the heads of several Grecian and Roman celebrities, among which those of Demosthenes and Virgil occupy prominent places. On the walls hang Johnson's patent movable maps. Also on the walls are to be seen ornamental designs of different kinds, all the work of former pupils. For instance, there are quite a number of small-sized maps of the United States, the western hemisphere, European countries, and individual States, all worked out in detail with colored worsted. Then there are many pictures of flowers, a few birds, and other objects represented by pricked work (pin holes) in white paper, pasted on colored paper. Maps are also represented in this manner, the raised work by holes indicating the mountains, and the blue stripes showing through the white paper the rivers. Then follows a long array of geometrical figures, indicated in several ways. There are the regular drawings, finished with artistic care, the figures made by pasting colored shapes together; the figures pricked in white paper and hung in the windows, through which the light may pass. In a recess concealed from view by colored curtains, is found a work shop which tells its own story. On one shelf is a goodly collection of spheres, pyramids, cylinders and rhomboids made from clay and paper. On another shelf is a pile of cloth partly made into curtains and what looked like garments. On the blackboards are several original drawings of a pictorial nature, all indicating talent on the part of the pupils who drew them. There are drawings pinned to the wall, representing common objects of every day life, such as pitchers, teapots, goblets, lamps, hats, coal-hods, etc.

On the neatly kept teacher's desk are to be seen many books pertaining to the subjects of mathematics, literature and teaching in general. No particular work on geometry is there; no particular book in arithmetic, nor yet on literature or teaching. But many books on each of these subjects are to be found. This is another significant fact of the New Education. Neither pupils nor teachers are tied by the mandate of a "Board" rule to get and use this or that work on a particular subject. On the contrary, the aims of the school lead one and all to see and compare many books on each and every subject, as one would use a dictionary or an encyclopedias.

On the blackboard I read the following sentences, which had been used the day previous for a lesson in number:

1. Write a comparison of ... with ::
2. Ask ten questions in comparing numbers less than :: with ::::
3. Ask one applied question in which you combine numbers to make ::::, in which you combine equal numbers *at once* to make ::::, in which you separate :::: into equal numbers *at once*, and one in which you find one of the equal numbers in ::::

4. What things can be taught incidentally in teaching ::::?

Having seen thus much of the room and its contents, the writer naturally felt a desire to know something about its presiding genius.

Mr. W. W. Speer was lately the Superintendent of Instruction of Marshall County, Iowa, where he brought the standard of education to its present high grade. Mr. Speer was born in Butler County, Pa., in 1848. He received training in Geauga Seminary, Ohio; Adrian College, Michigan, and Grinnell College, Iowa, and taught ten years in the graded schools of Iowa. His election as County Superintendent of the Marshall County schools took place in 1877. He was re-elected twice, and was nominated for the fourth term, but preferred to accept his present position in the Cook County Normal School. At the 27th annual session of the Iowa State Teachers' Association, Mr. Speer was elected president.

At the meeting of the Iowa Agricultural Society, in 1883, Marshall County took all the first premiums offered for school work, and a diploma was granted Mr. Speer for making the best general exhibit of ordinary and industrial school work.

Mr. Speer is a firm believer in the theory that small children, ranging in age from four to seven, should be taught color, form and size, after the Kindergarten plan. He thinks also that much of this work can be carried to advantage into schools of higher grades, and especially into country district schools. He says: "My success in county schools in this kind of teaching and in industrial work was remarkable, notwithstanding strong opposition on the part of parents who could not comprehend its value. The paper squares in colors were recommended for use in schools of even grammar grades. The paper costs little in money, but it is worth much in the facts to be taught with it."

On the question of book learning, as this term is used when speaking of definitions and rules to be committed to memory by pupils, Mr. Speer is very decided. He hesitates not to say that they have been and still are the curse of the land. He wants thought, individual thought, expressed in the language peculiar to each individual pupil.

A class composed of the pupils in the B or junior class took up number. Each pupil had a desk to himself. Upon each desk was placed a box of blocks. In the hands of the class were arithmetics by different authors. The lesson commences by Mr. Speer calling for a problem in the separating of a number into equal numbers (division). Miss A—arises and gives an original problem, illustrating each step of the process required in its working by means of the blocks. If a misstatement is made twenty hands are up at once. Miss N—is called upon to give a problem. Miss B—is called upon to work it by means of the blocks. Miss D—is asked for her problem, which is given and worked by the blocks, and then on the blackboard. After varying these exercises, pupils are requested to read problems from the books. If these require more than one process in the working, the pupil will say, "This is a problem in multiplication and division," proceeding to illustrate by means of the blocks. One hour is thus spent by as orderly and as interested a class as it was ever the privilege of the writer to see.

Fearing that my letter is now too long, at another time I will describe his work in clay modelling.

I. W. FRENCH.

As Charles Darwin has been called an atheist, this note will be interesting:

"It seems to me absurd to doubt that a man may be an ardent theist and an evolutionist. . . . What my own views may be is a question of no consequence to any one but myself. But, as you ask, I may state that my judgment often fluctuates. Moreover, whether a man deserves to be called a theist depends on the definition of the term, which is much too large a subject for a note. In my most extreme fluctuations I have never been an atheist in the sense of denying the existence of a God. I think that generally (and more and more as I grow older), but not always, an agnostic would be the more correct description of my state of mind."

For the SCHOOL JOURNAL.

SHALL HE CONTINUE TO LEARN?

When a young man has taught in the district schools for two or three years he begins to ask himself "Had I better keep on teaching?" It is a serious question and one that requires long and deep pondering before it can be answered; and no matter which way it is answered there is likely to be dissatisfaction. Many a young man determines to go into business and become a lawyer, physician, or merchant, and then regrets he ever left the school-room—not everyone succeeds who gives up teaching and goes into business. And then the work does not suit him so well as teaching; for, in the school-room one has the opportunity to be useful to others, and it is a pleasure to gratify this desire.

But supposing that a man is honestly looking over the ground, here is the great point to be considered. If you decide to teach, what kind of a teacher do you mean to be? If you mean to be an average teacher, then we say go out of the school-room at once. But you do not mean this, we know, and you ask, "What shall I do if I decide to stay in the school-room?"

1. Remember the great maxim of Benjamin Franklin, "Endeavor to keep alive in your soul that little spark of celestial fire called conscience." Only the celestial in you is worth anything to your pupils; they will have enough that is earthly from others; do you impart something to them that is as divine as possible. Determine to enter the schoolroom each day with a bright and unsullied conscience; be able to look into the eyes of every pupil and find that you are as pure as they.

2. Keep alive all of your early ambitions and enthusiasms. The farther you get from your childhood the less safe you are; the child-like inherit both heaven and earth. Go back to your early aspirations if you must; keep yourself fresh and new. Such are always worthily welcomed by the pupils.

3. Study Nature and Art. Art is the expression of noble ideas, whether in sound form or color. Do you like Nature? "Oh, yes, I like to look at mountains," you say. That is no test at all. A teacher from one of the public schools of New York went into the country last summer and spent most of his time lying in a hammock and reading "Sea-side Novels."

"He prayeth well who loveth well,
Both man and bird and beast."

Says Coleridge. Nature is in the tones of the voice, the eye, the manner of your pupils: it is in each insect, flower, and seed; in the sky, earth, and air.

4. Determine to grow.—Arnold said, pertaining to his assistant teacher, that his pupils must "drink from running streams and not from stagnant ponds." No one can educate who is not himself in the educable state; he may drill; but drilling is one thing and educating another.

5. Have intellectual and moral nearness to the greatest and best minds in your town, city or country. You will hunger and thirst for something that is better and stronger than you have yet laid hold of; you must meet that longing, not repress it. When you no longer desire the noblest and purest of life, your teaching days should be ended.

6. Seek balance of Culture.—Many teachers know just that which they are to teach and no more. It is an excess of knowledge that makes men great in their work. It narrows a man to know no more than his art.

7. Carry your community with you. Let it be known that you are a person of ideas, and that on this ground you claim to be a teacher. A teacher in a village came from her school-room and sat down to a sewing machine; she was trying to eke out her salary by assisting a dealer in clothes, and complained of her low wages. She was remonstrated with "You will lose your power with that people. Talk with them about education; form a reading circle; exert an influence; educate the whole town." She changed her plan, and being a woman of ideas, stirred up the whole village. The reaction raised her wages. Let no one bound his influence by the four walls of the school-room.

NEW METHODS IN READING.

(Dr. W. T. HARRIS addressed the School Committee of Concord, Massachusetts, as follows:

I think it is clear enough that reading resembles any other branch of instruction, and is to be learned by *study*, and *study*, too, on the part of the pupil. The teacher must teach pupils self-help. Unless something is given for the pupil to prepare in reading, the teacher cannot hold himself responsible for results, and we have simply what is called a "pouring-in" process, or the old-fashioned, long since discarded habit of "reading round," which was a mere calling of words and a correct pronunciation.

And yet "Supplementary Reading" has a place in a proper course of study. Each teacher should be furnished with a dozen copies each of three or four volumes of selections from the best of classic authors—the selections being made from what is most attractive to children. These should be loaned for home reading to those pupils who prove that they have time to spare for supplementary reading by learning well the regular lessons assigned them in school. Such books of good literature and history are likely to be read at home not only by the scholars but by the parents and older brothers and sisters, and thus accomplish manifold good. When the set of books in one room is pretty well finished by the pupils in that room, exchanges may be made with the next room and different authors obtained.

He will not find in this busy age, people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library.

I would recommend that a certain sum, not less than five dollars each year per room, be appropriated for books of supplementary reading, to be loaned under the strict supervision of the teacher, to pupils who show ability in regular school-work to profit by such books. It would be understood, of course, that the books of one room are to be exchanged gradually for the books of another room as circumstances require.

For the SCHOOL JOURNAL.

THE TONIC SOL-FA SYSTEM.

BY THEO. F. SEWARD.

The first impulse of the above movement was momentarily checked by the inertia, not to say the prejudice of the musical profession itself. This is the universal experience of reforms, as all know. But this stage is now virtually passed. The people are calling for the system, and many teachers are cordially adopting it. That an art which is seemingly so mysterious as music can be reduced to such simple principles, that a little child can understand and apply them, is a revelation to the world, and is sure to make a profound impression whenever the fact is realized.

The Teachers' Association of New Jersey is the first State Association that has devoted a part of its annual meeting (to be held during the holidays) to a consideration of the system. Colorado follows next in order. That two States so widely separated should simultaneously recognize the "coming method" is indicative of the spontaneous nature of its growth. To meet the want of those in New York and neighborhood who wish to study Tonic Sol-fa, a room has been taken at No. 35 West Fourteenth Street where private and class lessons are given.

I would advise those who are interested in the Tonic Sol-fa system to visit Public School No. 45, on Twenty-fourth Street, between 7th and 8th Avenues. The lesson is given on Wednesday at 10:15 A. M., and all visitors are made most cordially welcome.

THE NEW YORK SCHOOL JOURNAL comes to hand fuller of good, sound and interesting reading than any periodical of the kind it has been our privilege to examine in a long while.—*Knoxville (Tenn.) Chronicle.*

Briefwise with speed; a fool at forty is a fool indeed.—YOUNG.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

GYMNASIICS.

A two-fold object is accomplished by the practice of gymnastics. All the muscles of the body are exercised and thus developed, and the habit of obedience results from the practice of following quickly and exactly the directions of the teacher. The immediate effect of a few moments spent in these exercises, upon the minds of the pupils is to banish dullness and weariness, and to give new vigor to study.

It is very important that some kind of music accompany these exercises, but a piano or organ is out of the question in most of our country schools. It will not be difficult however to find a boy who can beat a drum or triangle or play tolerably upon a mouth organ, either of which will answer the purpose of marking time.

In beginning the practice of gymnastics in schools where they have never been used, a number of the pupils, especially the larger ones, feel awkward and embarrassed, and beg to be excused from the exercise. This is somewhat dampening to the enjoyment of the others. One way to avoid this is to begin with exercises of the head, hands, and arms, that can be practiced while sitting. By the time these are learned all will be ready for the standing ones. In all exercises of the arms the following set of movements will be given:—Right twice, left twice, alternate right once, left once, together both twice. The teacher should always count until the exercises are so well learned that the pupils can go through them with no other help than the music.

EXERCISES FOR THE HEAD AND NECK.

Position sitting or standing erect.

1. Head dropped forward and returned twice, count one, two, three, four.
2. Head tipped back twice and returned, count four.
3. Head tipped to the right and returned, twice, count four.
4. Head tipped to the left and returned, count four.
5. Head turned to the right twice, count four.
6. Head turned to the left twice, count four.
7. Chin thrust forward and upward twice, count four.
8. Chin thrust inward and downward twice, count four.
9. Chin thrust upward to the right forcibly, count four.
10. Chin thrust upward to the left forcibly, count four.

EXERCISES FOR THE HAND AND WRIST.

Position, sitting erect, hand and forearm lying on the desk parallel directly in front.

1. Right hand opened and shut vigorously twice, count four.
2. Left hand same.
3. Alternate, right once, left once, count four.
4. Together twice, count four.

2nd set. Hands lying palms downward, raise hand from the wrist only, four movements, 16 counts.

3rd set. Right hand moved to the right by turning the wrist, left hand to the left.

4th set. Right hand to the left, left hand to the right.

5th set. Position same, hand turned over, palm upward.

EXERCISES FOR HAND AND FOREARM.

Position—Elbows resting on desk, hand and forearm raised to an angle of 45 deg., palms open and turned toward each other.

1. Right hand thrust down to desk and back, twice, count four.
2. Left hand same, count four.
3. Alternate, each once, do., do.
4. Together, twice, do., do.

2nd set. Position same, hand raised to shoulder, movements same, 16 counts.

3rd set. Right hand carried to right, left to left.

4th set. Right, do. do. left, do. right. Clap on last two movements.

Position—Sitting erect, hands only resting on the desk, palms downward.

1. Strike left hand with right twice.
2. Strike right with left, do.
3. Alternate.
4. Clasp twice.

ARM SWINGING.

Position—Stand erect, hands hanging loosely at sides.

1. Swing right hand upward to horizontal position twice, count four.

1st set. 2. Left same.

3. Alternate.

4. Together.

2nd set. Position, arms extended horizontally, palms upward.

Swing upwards to vertical position, clap twice on last movement.

3rd set. Position, arms extended horizontally, palms forward.

Swing forward, clapping on last movement.

4th set. Position same, swing backward.

5th set. Position, arms hanging at sides. Swing right arm upward and forward.

6th set. Swing arms upward and backward.

7th set. Swing arms completely around, describing a circle.

8th set. Swing right arm upward and inward, striking left shoulder, left to right, etc.

9th set. Swing right arm to the left and completely around describing circle.

EXERCISES FOR THE SHOULDER.

Position erect, hands on hips.

1. Raise shoulder. Right twice, left twice.

2. Alternate once, together twice.

2nd set. Lower, do.

3rd set. Throw, do. forward.

4th set. Throw, do. backward.

5th set. Bend elbows forward.

6th set. Bend do. backward.

EXERCISES FOR THE ANKLES.

Position erect, hands on hips, feet slightly apart.

1. Raise the toes, right, left, alternate, both.

2. Turn toes to the right.

3. Do. do. do. left.

4. Raise the heels.

5. Turn heels to the right.

6. Do. do. do. left.

STEPPING EXERCISES.

Position erect, hands on hips

1. Step right foot forward and back four times, count eight.

2. Step left foot, do. do. do. do.

2. Do. right foot diagonally forward four times, count eight.

3. Do. left foot, do. do. do.

3. Do. right foot to the right and left to left.

4. Do. diagonally backward, left same.

5. Do. do. directly do., do.

6. Cross right back of left, left back of right.

7. Do. again still further back.

Repeat the same with arms folded in front, again with arms folded behind, again with hands clasped at back of neck.

EXERCISES FOR THE BODY.

Position erect, hands on hips.

1. Bend body forward four times.

2. Do. do. backward do. do.

3. Do. downward to the right.

4. Do. do. do. left.

5. Twist body to the right.

6. Do. do. do. left.

EXERCISES FOR EXPANDING THE CHEST.

Inhale during first four counts, exhale, following four.

Position—Stand erect, heels together, hands clenched beneath armpits.

1. Right hand thrust down twice, inhale.

2. Left do. do. do. do. exhale.

3. Alternate, do. do. do. inhale.

4. Together, do. do. do. exhale.

2nd set. Hands clenched over shoulder, thrust outward horizontally.

3rd set. Position same, hands thrust upward.

4th set. Position, elbows bent, forearm on hip, hand clenched, palms upward.

5th set. Hands thrown downward.

6th set. Position, hands on chest, elbows raised extending horizontally from shoulder.

Hands thrown backward.

7th set. Position, same, hands thrown forward.

8th set. Position, hands on chest, forearm vertical. Hands thrown forward, extending arm horizontally.

9th set. Position same only hands moved further outward toward shoulders. Hand and arm extended upward.

For the SCHOOL JOURNAL.

NUMBERING PUPILS.

A simple device for saving time, for securing accuracy, and for facilitating the movements of the school-room, is that of giving numbers to the pupils. It operates as a complete substitute for the pupils' names. Let us illustrate.

At each yearly enrollment the teacher should be prepared with a proper book or trial slips, and as she takes the names, bid the pupils observe the number preceding, which is to be their number for the year. It is doubly convenient to enroll girls with the odd numbers, as 1, 3, 5, 7, etc., giving to the boys the corresponding even numbers, as 2, 4, 6, 8, etc. Let them be thoroughly learned. Then when the tap comes for "roll-call," all that is necessary in the morning is for the girls first to call aloud their numbers and then the boys to do the same. The teacher merely marks the tardy ones, as shown by the non-response, herself calling the absent number twice as she does so. After a few days drill such a roll-call, of even a large school, can be made in from one to two minutes. If the attendance and punctuality are unusually good, even this time may be saved by having a small blackboard on which tardy ones can mark their numbers and lateness as they come in, while by a rapid glance over the register at night the teacher can tell who have been absent all day. This is a good plan and one that has long been used. But now extend its use. Make a good application of it.

(1). For instance, in recitations pupils can be called upon, to arise without the embarrassment of saying, "John Alexander Smith," when there is another John Smith" in the class, or "Mr. or Miss Brown" when there is a family of Browns, or others with names so appalling, that the teacher dislikes the awkwardness of glaring mistakes. For there are many people who at once lose faith in a teacher if she cannot on sight pronounce proper names correctly, or write off their correct spelling as if they were found in the primary dictionary.

(2). Then again there is an impartial appearance in calling numbers, as it places pupils on the same social level.

(3). Again it is sometimes convenient to divide the class into two, three, four, or more parts, whether the recitation be oral, written on the board, or made out on slates and paper in the recitation-room. To accomplish this quickly and impartially there are several methods. (a). Proceed on the first division, that in odd numbers for girls, even numbers for boys; or for temporary use, let the class hastily re-number and then so divide. (b). Call off promiscuous numbers and keep a run of them on a slip of paper. (c). For a greater number of divisions use 2, 3, 4, etc., as multipliers. These are especially effective when classes have written recitations largely (as they should have).

(4). In numbers, the device furnishes an instantaneous and separate example for each member of a class, no matter how large. Thus: In review notation and numeration say to the class: "Put down your own number, prefix it with one cipher, and a nine at the beginning, and annex two ciphers and two of your own numbers. Point off and be ready to read." Boy "No. 29" reads his number as thus written 9,029,002,929, but "No. 3" would have 9,030,033, a totally different result. (Of course in teaching the beginnings of writing numbers, care must be taken to adapt the device to the knowledge of the pupil).

(5). The device can be extended to the four simple rules, to fractions, compound numbers, percentage, etc., with good results. In fact there is no end to the applications that an ingenious teacher can make, not only in numbers, but literally in all the class exercises of the school-room.

For the SCHOOL JOURNAL.

CHOICE OF WORDS.

The difference between an exact style of writing or speaking and a slovenly habit in the use of language is largely in the choice of words. The other element in the formation of style is the arrangement of the words after they are selected. Now the latter feature of style is often more closely studied by pupil, and writer, than the former. Too little attention is generally paid to using the right word in the right place. Our English vocabulary is a very full one; and though we occasionally resort to the French to supply us with an expressive word for some fine shade of meaning, yet a vigorous scanning of our stock of Saxon synonyms will generally give us a native word equally expressive. Of course such a word is preferable. We are not to ignore the useful aids given us by other languages, but if we would keep the "well of the king's English undefiled," we must curb it against the influx of too many underground currents from foreign tongues. But after all, foreign rills are the source of only a small part of the pollution of our mother tongue, the most of it arises from the surface water of our own vernacular expressions. To a certain extent we all admire at times the audacity of the reporter who on the spur of excitement dashes off a graphic description of some great catastrophe or ludicrous event, regardless of the nicety of his words. That the very ruggedness of the event seems sometimes to justify a certain ruggedness of expression is true. But "ruggedness" is not a synonym of *raggedness*. The latter is, indeed very picturesque and interesting, but far from showing any traces of strength. We can even forgive the use of terms so technical that outside the proper sphere of their employment they become slang, if they are only kept within their sphere. For instance, the peculiar expressions of the stock exchange, the printing office, of the theater, and many of the trades are so ingrained into the business and habits of these offices, that it is really a question if the world would not be the loser by their abolishment. Many of these in America, arise from an apparent need of new words to express the ever-changing conditions of society and commercial relations. Hence, they are merely tentative—necessary evils, as it were, that time will either mitigate, adopt, or else utterly abolish. So that like expressions of the unpleasant necessities of our human nature, although we may not mention them to ears polite, still it were as foolish to ignore them by a prudish affectation of ignorance, as it is improper to dwell on them outside the range of personal sanctity.

But we are not writing a minute analysis of "siang." A too frequent illustration of such speech often defeats the very object of the reformer, by giving to our youth a choice selection of the very "stuff" he would caution them against. Our object is merely to call renewed attention to a few of the popular corruptions and errors into which any rapid writer or learner is prone to fall.

It is to be understood, then, that none of the words and expressions we use in our illustrations are to be interdicted absolutely, but only as they are in wrong connection. Thus the word "quit" properly means go away, take leave of, but our almost unanimous habit is to use it as a synonym of stop, as: "Quit that noise," "Quit your work at four o'clock." "Begin," is preferable to "commence," simply because the former is Saxon and shorter, and the latter is French. The word "say" is to be preferred to the word "state," as, "The speaker *stated* his remarks thus," when it would be better to put it, "The speaker *said*." In the same way the following words in quotation marks are often incorrectly used for those immediately following them: "Quite," in the sense of very, as, "quite" good, "quite" sick, "quite" large, while the proper use of "quite" is when it means entirely, as, "he is quite satisfied," or, with a negative a lack of fullness, as, "The cup is not quite full"; "party" for a single person, as, "He is a very offensive party." In law, however, such a use is allowable, as it is incorporated into forms of

long standing that originally included more than one person; thus in deeds we have the familiar "Party of the first part, as aforesaid," etc. The French "parti" is often affected by marriageable young ladies when speaking of an "eligible parti." Coming from the same primitive stem we encounter the word "partially" in use for "partly," the word, however, is *directly* derived from the adjective "partial," hence its misuse. "Mrs." General Grant, "Mrs." Governor Cleveland, when the title is no part of the appendage to the lady's name, should be "Mrs." Grant, etc.; "over" and "above" for "more than," as, "over a bushel," which, strictly speaking, would mean suspended above a bushel; "day before yesterday," for "the day before yesterday;" "on yesterday" for "yesterday"; "in our midst," which would be a Jonah-like position if we were a whale; "pants" for "pantaloons;" "endorse" for "approve"—a use that has grown up from the common habit of writing one's name on the back of a note as a guarantee of value; "Rev," for "The Rev," "cortege" for "procession," "taboo," "tapis," "debut" for "shunned," "anticipated," "first appearance," "capacity" for "ability," as "Caesar was a man of wonderful capacity." "The child possesses great ability," when the reverse would be more nearly true, for *ability* not only implies *capacity* to receive information, but the power of *applying* it, as "no child could do;" "allow" for "assert" or be of the opinion; "to" for "at" when attendance or presence is meant, not direction, as "I have been *at* (not to) the hall," "They were *at* school"; "upward of" for "more than," as, "He has been waiting for upward of an hour"; "final completion," when any completion must be *final*; "less" for "fewer," as, "Less than a dozen were ordered," when *number*, not quantity is meant. "Apt" properly means suitable, ready, quick, hence its misuse in "Where shall I be *apt* to find him?" when *likely* would be better; "He is very *apt* to make a mistake," when *liable* is the correct word; "mad," though very common, for "angry"—the former means *crazy*. We can say "The river has overflowed its banks," not "overflowed," as the latter is a past participle of *fly* not *flow*; so we can say, "Prejudiced against a man," but we must also say *prepossessed in his favor*, not "prejudiced." When we have a choice of *give*, *grant*, *present*, *bestow*, the word "donate" is never needed. A ludicrous mistake it is for a man to "enjoy bad health"; "I am bound to go," would sound strange from a man who had been put in chains to *stay*, for even if he had determined to go, it would be useless. One author declares "nicely" to be "the very quintessence of popinjay vulgarity" when *well* is meant. A person may, with propriety be in haste, but seldom in a *hurry*, as the latter implies confusion. "I purpose going to-morrow," and "He proposed a plan to the Board," are both correct; if reversed they would not be. "They extended to me every favor in their power," is not so good as, "They showed me every favor in their power," "Avocations" for "vocation," as the former means pleasure, incidental items of business; thus we can say "His regular vocation is painting; his avocations are hunting and fishing."

MR. MATTHEW ARNOLD has been pretty sharply criticised since his arrival. A journal says of his lecture: "If this is the best message the most cultured intellect of England can bring to America in these days, it is quite needless to look for help in that quarter. Mr. Arnold has borrowed his idea of majorities from the ignorant peoples of the Old World, from his studies of antiquity, from his profound acquaintance with Greek literature and philosophy, which were produced in a petty State, most of whose people were slaves. He has yet to learn how freedom and education improve and elevate the common people. The line he draws between the few and the many has no palpable existence in a society where all are equal before the law, and have the elements of an education. These old diatribes against the masses of men are an impertinence here, and to indulge in them is something worse than anachronism." Mr. Arnold is like most Englishmen, grossly ignorant of America. He wants us to learn that aristocracy is a blessing. Who thinks so in England beside the aristocracy?

For the SCHOOL JOURNAL.

A TALK WITH BOYS. III.

TO INDUCE AMBITION.

Now, boys, I am going to tell you a snake story. To begin with, the snake was dead—"dead as a door nail," Charles Dickens would say. And yet that snake and the efforts of a few little insects were the source of as much wonderment to me as anything that ever came under my observation. This is what I saw:

Early one bright June day, I was passing along a country road simply laid out over the rich sandy loam that gave fertility to many beautiful farms. As I came to a bend in the road, where the veering wheels had turned up an extra mound of earth, I saw the snake of which I spoke. He wasn't doing anything just then. He was dead—had been run over by a passing carriage. I took no further notice of him than to fling him aside with my cane, and passed on.

On my return over the same road just before sunset, I stopped at the bend to see what had become of my dead snake. But all I could find of the carcass was apparently a part of his tail. This did not seem to be completely severed from the body, so a sharper look revealed the curious fact that our snake was partly concealed under the mound of earth! How did he get there? He was surely dead and limp when I saw him in the morning. He could not have been covered over by any ordinary means. No, for a close inspection showed grass growing over his tomb, and around his body was a clear-cut circular opening, as round and sharp as though bored with a diamond drill! While gazing in astonishment at this wonderful feat of engineering, I went around to the other side of the mound, and stooping down, clearly saw the manner of his Snakeship's burial. I there found scores of little beetles, known in natural history as of the order coleoptera and genus *necrophorus*, most busily at work. They had found the snake dead, and had eagerly commenced to appropriate it as a rich store-house of food for their young larvae which were to hatch out of eggs to be laid in its decaying substance. They could not conveniently heap earth enough upon it to cover it, so they had resorted to their engineering instincts and had run a regular miner's "level" under the mound. Into this they were working the snake head foremost.

Not only was the tunnel itself a marvelous piece of insect work, but their manner of propelling what was to them an immense mass, many thousand times their own weight, was equally surprising. After they had the snake "headed in," they would, with their legs closely folded over their bodies, all lie down in their tracks under the load, and at a given signal they would straighten their powerful legs like the jointed levers of an old printing press, and by a forward movement at the same time, would actually lift the whole of the huge mass and force it along into the tunnel!

The following day I noticed the task was done. No sign of snake or tunnel could be found! Even the surrounding earth scarcely left a trace of this most marvelous burial!

Now, boys, this is a true story; and what can we learn from it besides some wonderful facts in natural history?

"The duty of co-operation."

Yes, Robert, that is one thing we can learn; for without united effort these little brown beetles could never have moved such a mighty mass. But what else, boys, may we learn?

"That as such beetles have strength, and ingenuity, and zeal in their work, so should we do the best we can in our work and aim to accomplish something in life."

That is it, Charles—bravo! We should not only co-operate as individuals, but we should especially use our individual powers for all they are worth. If we are strong, we should husband our strength for the wearing duties of life; we should not fritter it away in idle ramblings and disconnected effort. If we are ingenious, we should not spend all our time in devising some way of accomplishing an ob-

ject, and when that way is discovered, abandon it for something beyond but at present unattainable. Use your *present* ability. Learn to plan rapidly, decide promptly, and act decisively. Our little heroes acted on this principle, else they would have accomplished nothing. Don't stop to think too long *how* you shall go to work at your lesson, for instance, but think of what you want to do, and then *do it*.

Again, don't hesitate because a task seems almost too great to be done. Make a beginning, have an aim, put forth every exertion in the right direction, and the end of your ambition will generally be reached in time. Let this ambition be to excel, not in one narrow round of life merely, as in a profession, or trade, or money making—but to excel as a man, as a citizen, and as one who has done his duty. Be ambitious, then, to use your whole powers for the right; and, God blessing you, you *must* succeed.

For the SCHOOL JOURNAL.

FOUR TROUBLESONE WORDS.

Part of the confusion in the use of the words *lie*, *lay*, *sit*, *set*, arises from a failure to discriminate in the primitive meaning of the words, and part from the similarity of their grammatical forms. Teach that "lie" here means to recline, *to be* in a recumbent position. Strictly then lie is an intransitive verb, admitting of no object. "Lay," on the contrary, is transitive and means to place *something*, to arrange *something* on a lower level. The principal parts of "lie" are: lie, lay, lying, lain. We say: they now *lie* on the bed, he *lay* on the ground yesterday, he was *lying* there as I went by, he has *lain* there all day. The principal parts of "lay" are: lay, laid, laying, laid. We say: I *lay* my *hat* on the table, he *laid* his *burden* down, you are *laying* the *foundation* of character, he would have *laid* all his *earnings* in his mother's lap. To *sit* means to support the body directly, instead of throwing the weight on the legs, and is intransitive. To *set* is intransitive, and has a meaning not very unlike lay. The principal parts of *sit* are: sit, sat, sitting, sat. We say: you may *sit* in that chair; we *sat* a long time; "the raven still is *sitting*"; they had not *sat* long ere they rose. The principal parts of *set* are: set, set, setting, set. Thus we say: he *sets* all the *laws* at defiance; you *set* your *traps* well; "we are *setting everything* all right"; they will have *set* the *matter* at rest. Finally, notice that there is an *e* in every possible form of "set," and the past "loy" can always be correctly used by applying the *object* test. As to expressing the special act of incubation, we say: "we *set* the hen, and the hen *sits* on the eggs." The only exception to this rule is the expression, "the sun *sets*." Likewise, we should say a "new *laid*" egg, not a "new *lain*" egg, as we sometimes hear it.

READING TABLES IN SCHOOLS.—Teachers should labor to cultivate among their pupils correct habits of reading newspapers, because from persons of such habits emanate our most useful and intelligent citizens. Let the teachers of the rural districts establish reading tables in their schools. They can easily accomplish this by procuring a table and inviting their pupils to contribute papers. A majority of the parents in this country are subscribers for weekly and some for daily newspapers; now they can get the children to borrow these papers from their parents and bring them to school, so that in this way they can keep their reading table well supplied with good, fresh reading matter. We have in mind a school in which the above has been made a grand success. The teacher writes the name of his pupils on the black board, and opposite each name the title of the paper to be furnished by said pupil, and it is gratifying to see how promptly each pupil responds to this duty.

JAMES F. OGDEN, W. Va.

LESSONS IN FRACTIONS.—The class being supplied with knives, are given small, clean turnips. By dividing these they are then taught the kinds of common fractions, how to reduce to lowest terms, mixed numbers, and to improper fractions; how to add, subtract, multiply and divide. Each step is accompanied by slate work.—D. B. CORSON.

For the SCHOOL JOURNAL.

A TEACHER'S TROUBLES.

BY LOTTIE A. BRADLEY.

"When the lessons and tasks are all ended,
And the school for the day is dismissed,
And the little ones gather around me,
To bid me good night, and be kissed."

How I wish that the dirt on their faces
Had been spread a little more thin;
That the dark thunder clouds had been lifted,
Which rest upon cheek, brow and chin.
O those sweet, little, innocent faces!
How they smile in their rapture and glee,
As they meditate some horrid mischief
Eyes sharper than mine could not see.

There are eyes that are blue as the azure,
There are eyes that are black as the night.
There are lips that are red as the rosebud,
There are teeth that are pearly and white.

But those eyes are so apt to be restless,
And love round the school-room to rove,
And those lips ask such troublesome questions,
As, "Please may I sit by the stove?"

And, "Teacher, may I pass the water?"
And, "Teacher, may I get a drink?"
Till my head—O it swims and grows dizzy
And my poor brain refuses to think.

So they worry and fret and torment me
Till I cry out in accents quite wild
"Quousque tandem abutere,
Patientia nostra" my child.

I've had sorrows and woes without number,
And troubles that no art could cure
And I thought that I'd known all the misery
One poor human heart could endure.

But I found when I entered the school-room,
My troubles before were unreal
And I never had known half the misery
'Tis the teacher's lot ever to feel.

And the only boon I now desire is,
That through the extent of our land
The two names of *martyr* and *teacher*
May forever as synonyms stand.

NEWS OF THE WEEK.

WITH HINTS FOR TEACHERS.

Dec. 17.—Five comets are visible at Buenos Ayres.—As many as 1,000 bills were introduced in the House in two days.—The next Republican Convention is to meet in Chicago, June 3, 1884.

[Of what is this convention composed?]

Dec. 18.—A dispatch from London says that the Lord Mayor has received a letter containing threats to blow up Newgate prison and London Bridge, in revenge for O'Donnell's execution.

Dec. 19.—A resolution was passed in the House for the creation of a committee to investigate the liquor traffic, and to hear petitions in regard to it. This is an opportunity for the temperance people.

Dec. 20.—A dispatch says that on the 14th the French made an attack on Sontay, and captured the principal outpost. The Chinese still hold the fortress.

[Where is Sontay?]

Dec. 20.—The cantilever bridge at Niagara Falls was opened. Twenty locomotives and twenty-four cars loaded with gravel were run over it. The cars extended from one end of the bridge to the other, covering both tracks. There was no apparent deflection.

Dec. 21.—The fourth annual dinner of the New England Society was held in Brooklyn, Friday evening. President Arthur, Gen. Grant and other prominent men took part in the after-dinner speeches.

[What is the object of this society?]

Dec. 23.—The French are in possession of Sontay.

Dec. 24.—Congress adjourned for two weeks after hearing Mr. Carlisle's list of committees read.

[What is expected of Mr. Carlisle with reference to the tariff question?]

News comes from Cairo that Hicks Pasha and 3,000 men were killed in the fight with the forces of El Mah-i, the false prophet of the Soudan.

Dec. 25.—400 New York boys between the ages of 6 and 16, newsboys and their friends, were treated to a Christmas dinner by Mr. Wm. M. Fliess.—Mrs. John Jacob Astor sent to the Children's Aid Society her annual present of \$1,500, with which 150 boys are to be sent to Kansas to begin life as farmers.

WHATEVER is worth doing at all is worth doing well.—CHESTERFIELD.

THINGS TO TELL THE SCHOLARS.

THE wooden plates, now so commonly in use, are an illustration of the great rewards of successful invention. Seven years ago the inventor sold his patent for \$50,000, and the present owners are making a handsome fortune from it. More than 150,000 are sold every day.

CHARLEMAGNE'S BRIDGE OVER THE RHINE.—Near the close of the eighth century, Charlemagne ordered the construction over the Rhine of a bridge resting on twenty-eight buttresses. The bridge was struck by lightning and burned to the level of the water. German engineers are now removing the remains of the old structure on the Mayence side. The wood, which is nearly eleven hundred years old, is so well preserved that it can still be used in building; the iron which was riveted to the posts can also be used, since it is covered only with a thin layer of rust.

AT the equator the temperature of the ocean at its lowest depth is below 40°. This cold water comes from the Arctic and Antarctic seas, but chiefly from the latter—wholly so in the case of the Pacific. The cold water flows slowly northward to supply the place of that carried away by evaporation and strong currents produced on the surface by prevailing winds. Naturalists have long recognized a similarity between the animals of the coast of Africa and the West Indies, and supposed that at one time a great continent had existed between those points. An explanation will now be found in the equatorial stream carrying larvae, etc., across from Africa to the American coasts.

AT Maulmain, in Burmah, there are many large timber-yards; indeed, it has always been famed for its exports of teak logs, which are cut in the forests upon the banks of the Salwen, and then floated, sometimes hundreds of miles, down to the capital. In these timber-yards elephants are employed in drawing, stacking, and shifting the immense teak logs, some of them weighing as much as two tons. A log that forty men could scarcely move the elephant will quietly lift upon its tusks, and holding it there with his trunk, will carry it to whatever part of the yard his driver directs. They will also, using trunk, feet, and tusks, pile the huge timbers as evenly and correctly as one could wish. They will select and pick out particular timbers from the centre of a stack or heap of more than a hundred, simply at the command of the driver. The huge beasts are directed by the mahouts, or drivers, by spoken orders, pressure of the feet on their necks, and by the use of the aubus or elephant goad. It usually requires a year or a year and a half to teach them the "lumber business," and when thoroughly taught they are worth from 500 rupees (\$250) upwards, according to their abilities.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

Who does the best he can does well, acts nobly—angels could do no more.—YOUNG.

Pleasure and action make the hours seem short.—SHAKESPEARE.

Wise men ne'er sit and wail their loss,
But cheerily seek how to redress their harms.

—SHAKESPEARE.

All things are ready if our minds be so.

—SHAKESPEARE.

Love thyself last; and talk but little of thine own deeds.

A moral, sensible and well-bred man
Will not affront me, and no other can.—COWPER.

Man wants but little; nor that little long;
How soon he must resign his very dust,
Which frugal Nature lent him for an hour.

—YOUNG.

Men at some time are masters of their fates:
The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.

—SHAKESPEARE.

EDUCATIONAL NOTES.

NEW YORK CITY.

TEACHERS' ASSOCIATION.—Steinway Hall was crowded at the Christmas reception of the Teachers' Association, December 23d, with an enthusiastic assemblage. The Philharmonic Club played three selections with their usual grace. The Vanderveer sisters sang duets; Mrs. Harriet Webb gave several readings; Mr. Eugene Weiner a flute solo; Miss Hope Glenn, three songs; Mr. Richard Arnold, a violin solo; so that the programme was rich with good things. The music produced by the Club was of a high, yet pleasing character. Mr. Schenk gave a single taste to the audience of his skill on the violincello; Mr. Werner's flute was most charming. Miss Glenn has a rich contralto voice and her singing was greatly enjoyed. She is in fact a remarkable singer. Mrs. Webb maintains her old popularity; she evidently is increasing in skill and power. Mr. Benj. Manierre, an old friend of the teachers, presided. Mr. Southerland was present.

ELSEWHERE.

CHICAGO.—The Chicago Institute of Education met on Saturday, Dec. 15. An excellent paper was read by Prof. John W. Cook, of one of the Illinois Normal Schools, on "How Can the Teacher survive Intellec-tuality?"

MINN.—Mr. A. D. Campbell, the efficient principal of the La Crescent graded schools, Houston Co., writes in complimentary terms of Supt. Cameron. He also says the "Standard is steadily being raised, the working force organized into an army, and a science being established, instead of the hap hazard substitute so common, especially in the west."

ROCHESTER.—In the last report of the schools of this city, we note that the male principals, of whom there are sixteen, receive salaries of \$1,350, while the eleven lady principals get \$700 each. Mr. Ellis, the able city supt., wisely suggests a proportionate increase of salary. N. Y. City for similar work pays its male principals \$2,500 and \$3,000, and its lady principals from \$1,800 to \$2,300.

DAKOTA.—The new State Normal School opened on Dec. 5, at Madison, under the Principalship of Prof. C. S. Richardson, of Waterville, Me., and a graduate of Colby University. Mr. Richardson is a normal teacher of large experience and will doubtless bring to his work a skill and enthusiasm that will do much towards increasing the already rapid development of the New Northwest.

WASHINGTON TERRITORY.—Dayton is a village of 2,000 people. Four hundred pupils are enrolled in the schools, eight teachers, good attendance, and the people seem to appreciate things. Mr. McCully is twenty-six years of age, and is serving his sixth year as superintendent. It is hard to realize that this once vast wilderness is a settled country; that the bears and Indians are gone, and that railroads and telegraphs have taken their place.

ALASKA.—The Presbyterian Board of Missions, assisted by the Indians, within a few years has opened schools there, and attendance upon these schools is compelled by the military commandant. Every little Indian is furnished with a tin tag, and if one is found playing truant his number is noted, and his parents are fined. This method has proved successful in regulating attendance.

VIRGINIA.—William and Mary College, of Virginia, has closed its doors, having but one student at the beginning of this school year. Next to Harvard, this was the oldest college in America, having been founded in 1693, and was the only one that received a royal charter. Among the most eminent men educated in its halls were Washington, Marshall, Randolph, Tyler, Breckinridge, and Gen. Scott.

ELMIRA.—The Educational Society met Dec. 14 and 15. Francis Hall read a paper on "Industrial Schools"; Col. Parker spoke on "Common Sense in Teaching"; Prof. A. W. Miller read a paper on "Commercial Education"; Com. C. W. Wasson spoke on "Industrial Art in Schools"; Dr. D. R. Ford, the President, spoke on "The Old Education and the New", Supt. Z. R. Brockway on "Public Schools and Crimes".

NORTH CAROLINA.—The Charlotte Graded School, under the generalship of Professor T. J. Mitchell, is said to have grown to be the largest in the State. Mr. Mitchell is spoken of with commendable enthusiasm and pride by the papers and people of his section. It is certainly encouraging to think that the East no longer has a monopoly of good schools, but that we can now look for models in the West, South-West, and even the South.

IOWA.—The "country school graduating system" is taking a firm hold on some of the counties of this State. Supt. Lapham, of Chickasaw Co., reports great enthusiasm in the matter, especially since the very successful graduation of a class of nine in the ungrated school of Mr. Adney at Fredericksburg. The course pursued is known as "The Wade System" and is destined to a widespread, if not universal, adoption in all country schools. By a skillful teacher it can easily be made an invaluable ally of "Parkerism" and the New Education."

NORMALVILLE.—Col. Parker has gone East to lecture in Elmira and Geneva, N. Y., Pottsville and Wilkes-Barre, Pa. This makes the third time this term that he has left the school to lecture. He says that a school is a poor one that can not go along smoothly without its principal, Miss Lelia E. Patridge, has gone to attend as instructor the Mercer Co., Pa., Institute.—The present term closed Dec. 11. The next term will open Jan. 2. The Chicago Tribune lately had three of its staff out visiting the school. A long and flattering column editorial the next day showed their pleasure and approval.

PITTSBURGH, PA.—The comb'ed volume of the 14th and 15th annual reports of the Superintendent of this great "Iron City" of nearly 160,000 inhabitants, shows some features both peculiar to the place, and worthy of emulation by its large sister towns: (1) It pays liberally for education, spending \$20 81 per capita for all its pupils. (2) It has a course of study admirably devised to meet the demands of the New Education and to conserve the best principles of the old. (3) It adapts its instruction also largely to the needs of its local industries and surroundings. (4) It has a superintendent in the person of Geo. J. Luckey who, for fifteen years, has done a giant's work in the cause of education.

ILLINOIS.—The Southern Normal University, located at Carbondale, was completely destroyed by fire, Nov. 26. About three o'clock the janitor saw immense volumes of smoke from a room in the third story used as a museum. Ten minutes later the whole south-east corner of the building was enveloped in flames. School was in session and the alarm was quickly given to teachers in the various recitation rooms, who quietly dismissed the students, thus avoiding a panic. By half-past three the entire building was in flames and a half-hour later nothing was left of the magnificent structure but a mass of ruins. It was completed in 1874 at a cost of nearly \$300,000. Robert Allyn was President and a faculty of eight or ten professors. Dr. Allyn had been President of a college for ten years before, and was, perhaps, as well known as any educator in the State of Illinois. He had filled nearly every Methodist pulpit in the State. The college was well attended from the start and numbered 500 students.

IOWA.—The salaries of the Superintendents or Principals vary from \$350, at Lucas, to \$2,000, at Council Bluffs. Next to Council Bluffs, Burlington, \$1,900, and six paying \$1,800 each. Besides these there are forty-two which pay from \$1,200 to \$1,700, and fifty-four from \$1,000 to \$1,200. Of the 99 Superintendents just elected, but fifty-eight were re-elected, and of these but 22 have held the office more than one term. Though this may look discouraging, it is somewhat better than heretofore. Two years ago only 40 were re-elected and but 10 had had more than one term; four years ago 45 held over, and 18 had had more than one term; six years ago 51 held over and 10 had had more than one term, while eight years ago but 33 held over, only 8 of whom had had more than one term.—The State Teachers' Association will meet at Des Moines, Dec. 26 to 28. An excellent and extensive program has been arranged.—Hon. J. W. Akers was re-elected Supt. of Public Instruction by a larger majority than any other man on the State ticket.—Dr. E. E. White, late President of Purdue University, will make his future home at Walnut Hill, Cincinnati, and there devote himself to literary work.

IND.—Principal Dennis, of the Bloomingdale Academy makes some good points on the will, in a local article to the Parke county teachers. "Almost every act of our lives is willed before it is performed. Each person who reads this decided before reading. Although it seems almost simultaneous, yet the boy at school decides before he whispers to his neighbor: wills before he tells a truth or a falsehood, steals his mate's pencil or enters into a conspiracy to rebel on Christmas. This is true of the friend who does you a favor and of the thief who robs you while asleep. 'Tis useless to argue a point thus obvious. The will is the ruling force of this world. How important, then, that the will be so trained that it will choose the rational instead of the irrational. Since what a child does is what he wills to do, our ability to govern him depends on our ability to

move his will. How are we going to move his will? Are we going to do it by force? Are we going to imitate the Sunday-school teacher of olden times, by telling him that if he goes to the pond skating the ice will break and that he will be drowned. Or, if he goes rabbit hunting at noon bears and wolves will eat him up? Or, that if he swears, fire will come down from heaven and burn him up? There are several ways of moving the will. The method we should employ is the intellectual-moral one."

NEW YORK.—At the last meeting of the Dutchess Co. Teachers' Association, held at Pine Plains, Dec. 14 and 15, the Committee on Text-Books recommended the following list of books to be used in the schools of that county: Barnes' New Readers, Reed and Kellogg's Grammar, Brown's Grammar, Monteith's Geographies, Robinson's Arithmetics and Mathematics, Barnes' Brief History of the U. S., Swinton's Spellers, Northam's Civil Government, Spencerian System of Penmanship, "Song Wave" Singing Book.—The Board of Education of Syracuse, at their meeting held Dec. 6 inst., passed the following resolution: "Resolved, That in view of the marked increase of crime among the young, the Superintendent be authorized, in behalf of this Board, to correspond with boards of education and educational men in the State, in relation to the necessity for a more complete education, as pertaining to the duties of citizenship, and to inquire of them if some course of instruction in civil law and in moral and social training, such as temperance, honesty, integrity, virtue, reverence, etc., may not be required in the public schools of the State." Supt. Smith has accordingly issued a circular-letter embodying these points.

[We heartily concur in the necessity of such action.—ED.]

A "Garfield day" was recently observed in the private school of Miss Wood, at Waterloo. Pieces were spoken by the scholars illustrative of his life from canal boy to President.

NEBRASKA.—The growing demand for good teachers in Nebraska outruns the supply. Supt. Rodgers, of Dodge county, and Supt. Moncrief, of Platte county, both declare that it is extremely difficult to supply the demand for good teachers in their counties. For 1881 and 1882 the monthly wages of male teachers averaged \$38.02, and those of female teachers, \$29.14. Of course qualifications and salaries do not rise together. The salary of the principal of the Omaha High School was \$2,400; the Fremont and Fall City principals received \$1,100 each, and those of Blair, Brownville, Kearney; Lincoln, and Plattsmouth received \$1,000 each. Those of other graded school principals ranged down to \$540, one dropping to \$525. In Omaha the salaries of male assistants ran from \$120 to \$180 a month, and those of female teachers averaged \$70, but outside of Omaha the salaries of assistants in graded schools ranged from \$88 down to \$30; and those of females between \$50 and \$30, except in Sydney, which paid its lady teachers \$75 a month; showing that good women are appreciated out on the frontiers. Evidently there is need for more normal schools. The men who have to pay the taxes for supporting both the public schools and the State normals are inclining to the opinion that independent normals, organized and sustained on the plan of the school at Lebanon, Ohio, and others that could be named, are likely to accomplish the best results at the least cost to the taxpayers.

FOREIGN.

CANADA.—Inspector McIntosh says in a circular:—"At the last meeting of the North Hastings (Ontario Teachers' Association it was resolved to take, for the year commencing with April 1, the Canada Educational Monthly and the New York TEACHERS' INSTITUTE. The INSTITUTE is, without exception, the most really useful teachers' monthly I have seen. I do not envy the state of mind of the teacher who cannot derive great benefit from its perusal. I shall be disappointed if many of the teachers of North Hastings hesitate to take advantage of an opportunity for procuring for themselves professional reading." WM. MACINTOSH."

ENGLAND.—The Sheffield School Board recently made an interesting experiment with the view of encouraging the love and culture of flowers, and especially in regard to window gardening, among the scholars. Five thousand plants were given out to boys and girls in one district, to be reared for competition. The exhibition took place in the Duchess-road schools on Saturday, Sept. 1, when 2,500 plants were brought forward, many in very fine condition. The Mayoress of Sheffield presented prizes to over 100 scholars, and so great was the interest exhibited by the parents of the children and the public that from 15,000 to 20,000 visited the exhibition during the day. The success will probably lead to a general competition in all the schools.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on the piece of paper and that go into this department on another.
3. Be pointed, clear and brief.

(1) The mouth of the Mississippi River is said to be 2½ miles farther from the center of the earth than its source. Please explain this apparent opposition to the attraction of gravity. (2) Can you tell me the name of some work on calisthenics which gives a good, thorough set of exercises to be pursued in a graded school? QUIZ.

[(1) The question is an old one, and has been much discussed. Owing to the fact that the diameter of the earth is 26 miles greater at the equator than at the poles, the Mississippi is *further* from the center of the earth at its mouth than at its source; but on the surface of the earth we refer all "heights" to the *water level* as a standard, and this follows the spheroidal shape of the earth. Hence, the great river runs "down hill" in the usual way, because its source is many feet above the common sea-level. (2) Hunts' Light Gymnastics, 50 cts., Lee & Shepard, Boston; Mason's Gymnastic Exercises, 45 cts., Potter, Ainsworth & Co., N. Y.; and Smart's Free Gymnastics, 25 cts., Van Antwerp, Bragg & Co., Cincinnati and N. Y.—Ed.]

Questions: (1) Does the Tidal-wave actually "go round the earth every day?" Have seen such a statement? (2) Give construction of "Tide Gauge." (3) How fast do ocean waves travel, that is, appear to? (4) What is the greatest known rate of speed of tidal, earthquake, or storm waves? (5) May not earthquakes be caused by internal electric shocks?

C. B.

[(1) No. The water under the moon is merely lifted on such occasions, and so a wave is seemingly a great mass of sea formed? (2) It is a float to which a rope is attached, or paper moved by clock-work, and a pencil marks the height. (3) Very slowly. Not over 3 miles an hour. (4) In Chesapeake Bay the tide moves at an average of 15 miles an hour, while the current or motion of the water is only one mile an hour. Ordinary waves are merely vertical oscillations of the "top water" and, like tidal currents, have little forward motion. (5) Yes, sometimes.—Ed.]

I have the second primary department in the school here, and I want all the help in the way of text-books, or anything that is useful. I regard some of our text-books in use here not the best, and if I knew just what were the best things to get I could supplement them to a great extent. I would like some good work on primary language, and a little manual of Writing. I know of no better place to go than to you for information. If you can, would be pleased to have you send me either a list and price of some helps, or send me the books, and I will remit the price. Will you inform me how to get a cheap globe? I would like one that would open.

E. S.

Mo. Your letter is a sensible one. Some of these books will help you: Mrs. Knox's Language Lessons, 50c., Ginn, Heath & Co., Boston; Spencerian Theory of Penmanship, 35 cts.; Ivison, Blakeman, Taylor & Co., N. Y.; Teacher's Assistant for Industrial Drawing, 18 cents, same publishers. E. Steiger, 25 Park Place, has school globes; write to him for a catalogue.—Ed.]

It would astonish the people living in the East, who never have a care concerning education, except to pay their taxes and send the children to school, to see the sacrifice people make in these new communities to educate their children. It is a fact that people who have to live in the most straitened circumstances will turn out and spend days in building a log-house and procuring fuel for the school, and those who are a little more able will give other necessaries. This (Rawlins) County has now 15 organized school districts, 8 of which are having school this winter. There is but one frame school-house in the County, that one lately completed in Atwood, the county seat. There are at present but eight persons holding certificates in the County. Some districts are not having school because of not having teachers enough to go round.

S. E. MAXON, Supt.

Will you kindly explain why, in nearly all schools, pupils are not now permitted to pronounce syllables in oral spelling exercises?

N. W. ORR.

[According to the word method of teaching reading so largely in vogue, each word is taken in its entirety as a unit of the thought to be expressed—an acquaintance with letters and syllables being held subordinate. This is the natural method. Then there are so many

variations both in the sounds and spelling of syllables in our complex language that rules of spelling show almost as many exceptions as examples. Hence, the division into syllables and the pronunciation of each are often very difficult and too often lead to a waste of time and much confusion of thought.—ED.]

I am delighted with "Parker's Talks." I have also read several works on "School Management," but Kellogg's is the most practical of all. By reading that book one feels as if he were in the school-room actually at work. Whenever the "Quincy methods" come out, I must have a copy. (1) What is the origin of Santa Claus?

H. L. R.

[The character itself was slowly evolved from the mingled festivals of the Roman Church (which established Christmas as a saints' day in 188 A.D.), those of the early Scandinavians and the later Dutch. The name "Santa Claus" is merely the Dutch for Saint Nicholas, the English patron saint of Christmas. Ever since the Dutch occupation of New York "Santa Claus" has become more popular than their own "Kris Kringle," or the real German, "Knecht Rupert."—ED.]

I know a teacher here who has charge of 300 pupils, and he takes nothing in the way of educational reading except a monthly journal devoted exclusively to the sale of "school fixings." I will do all I can for you, because I know you have the best publications in the world. The people in this State outside the town indulge in whiskey and politics to the exclusion of literature; they go to mill afoot "because pop did;" they "pack" a horse to water, and "written" a letter to the editor of the county paper to stop it, since a neighbor "taken it," and "we uns gits to read it and it don't cost us nothing." Oh! the classic (?) shades of Arkansas are full of work for the schoolmaster. EXPERIENCE.

Ark.

The tide of educational thought and practice is steadily rising in this country. No paper more keenly appreciates the spirit and aim of the "New Education" than the SCHOOL JOURNAL, nor more happily illustrates them. The valuable hints furnished with each issue are stimulating and helpful to every reader desirous of keeping pace with the advancing tide.

[Thus writes the able Superintendent of one of the large interior cities of this State.—Ed.]

How is "bicycle" pronounced? Webster's unabridged does not give it.

Q. B. P.

[It is pronounced with long i and obscure y, with accent on first syllable (like bi-sickle).—Ed.]

The tide of educational thought is steadily rising in this country. No paper more keenly appreciates the spirit and aims of the New Education than the JOURNAL, nor more happily illustrates them. The valuable hints it gives are stimulating and helpful to every teacher who is desirous of keeping pace with the advancing tide.

H. K. CLAPP, Supt. of Schools.

Geneva, N. Y.

The JOURNAL is worth its weight in gold.

R. H. BOWERSON.

Pa. I have found in the JOURNAL truest comfort in my trials.

Mrs. F. L. HUMPHREY.

N. Y.

MR. MATTHEW ARNOLD, while recently visiting Dartmouth College, expressed astonishment on hearing that two Indian students were included in the list of undergraduates. He gave his hosts to understand that he had never counted upon seeing an American Indian in such a state of educational training. One of the two students being presented to the writer, it is reported that Mr. Arnold's embarrassment on meeting so polished and intelligent a young man (and an athlete who quite overtopped Mr. Arnold's stately height) was quite amusing.

THE Goedetic Conference at Rome, in which England, France, Italy, Switzerland, Hamburg, and the United States were represented, decided by a vote of twenty-two to five to accept the Meridian of Greenwich from which to reckon longitude, and to reckon it from east to west from 0° to 360° so that there be no longer east and west longitude; it was further decided to begin the reckoning of the astronomical day from midnight, as the civil day is reckoned, instead of beginning, as the astronomers now do, at noon; thus making the civil and astronomical days identical.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

TEACHERS OF NEGROES.

In the South before the war it was an illegal thing to teach the Negroes; since the war it is an indecent thing—for a white person to do. This seems strange does it not? But the testimony is clear and strong. In this city is a gentleman who undertook to superintend the Negro schools of a southern city; he found the task isolated him and his wife from the society of the whites. A subscriber in Alabama speaks of it as "provoking so much hostility that he left the town." Dr. Haygood, a noble advocate of Negro education, in referring to the twenty millions generously given by the North for the education of Negroes, says:

"During most of the time that this work has been going on in our midst, its promoters have had little countenance or encouragement from us. Many times they have been opposed and despised, and made to feel our contempt. In all truth and common sense there is no room for discounting in any respect a white man or woman simply for teaching Negroes. It is utterly absurd. I believe it to be also sinful. Let us consider our attitude on this subject for a moment. We have the Negroes to cook for us; and if they do not know how, as is often the case, our wives and daughters teach them. We employ them in all sorts of ways. When elections come on we ask not only their votes but their 'social influence.' Candidates, from governor to coroner, do this earnestly, invariably, and without social discredit. We sell goods to them, we buy from them, we practice law for them, we practice medicine for them, and it is all well enough. In all business relations, except teaching, so far as I can remember our ways on this subject, we think it all very nice, and so do our wise neighbors. How utterly and childishly absurd it is to make an exception if one teaches a Negro child how to spell, to read and to write. Will some master in such fine knowledge explain just wherein it is seemly to sell goods to a Negro, or to buy from him, or to practice law for him, or to give him medicine, or even to preach to him sometimes, but a thing abhorrent to teach him whatever he can learn that we can teach? Of what shame we are guilty!"

This prejudice is a quite remarkable feature; it is something not to be proud of. "It seems to be an attempt to make them our equals." But why? A man who can read and write is not then the equal of every other man who can read and write. We counsel the laying aside of this race prejudice. The Negro is here and here he will stay. He must have all the advantages that our civilization will give him; he is a member of the Great Republic; a voter; likely to hold important offices. Therefore, we say lay aside all prejudice and give the Negro an education and if any white man will teach him bid him God speed in his work. It is a manly, honorable, noble, and Christian work.

HINTS.—1. Remember that the school boards officially represent the people.

2. Assume that in fact they conform to the will of the people.

3. Do not assume prerogatives which do not belong to you.

4. Recognize that school boards have rights which you are bound to respect.

5. Do not try to endorse opinions in which you are not seconded by the board.

6. Have a distinct understanding with your board as to what measures they will endorse.

7. As long as you remain in their employ, perform the duties they require of you.

8. Receive their directions as from those who have the right to command.

9. Show yourself willing and able to do what they want done and they will rarely fail to do what you want done.

10. If you really know how to direct the affairs of the school better than they do, they will recognize the fact if you give them time.

11. Do not try to be a radical reformer unless you are very young.

12. Do not forget that you are hired to serve the people, not to reform them.

NEW YORK CITY.

NEW YORK CHORUS SOCIETY.—At the first concert of this season at Steinway Hall, December 19th, the chorus sang two parts from Schumann's "Faust," and a selection from "Tannhauser." The orchestra, conducted by Mr. Thomas, played Beethoven's "Second Symphony."

MR. JOSEFFY'S CONCERTS.—Mr. Joseffy announces a series of four concerts, to be given at Steinway Hall, the first to take place January 15th, at eight o'clock. At this and the fourth one he will be assisted by Mr. Thomas' orchestra. The two intervening will be simply piano recitals. As Mr. Joseffy stands at the head of resident pianists, his announcement will receive a warm response.

MME. HELEN HOPEKIRK'S PIANO RECITAL.—Mme. Hopekirk made her first appearance in this country at Steinway Hall, December 20th. The flattering reports that preceded her were fully realized. The programme was played entirely from memory, and included a grand fantaisie in C, by Schubert, and a number of selections from Chopin and Schumann. If any preference be given, "The Ballad in A Flat," by Chopin, must be selected. Mme. Hopekirk is both a skillful and artistic pianist, and her second recital, January 3d, will be looked for with interest.

MR. MUSIN'S CONCERT.—Mr. Ovide Musin, the young Belgian violinist, who made his first appearance at the Symphony Society, gave a concert at Steinway Hall, December 21st. Mr. Musin's skill was well exhibited in the selections from Ries (andante and gavotte), a caprice of his own composition, and an air from "Moses in Egypt," with variations, which he played on one string, removing the others from his violin. This was a remarkable feat, and greatly enjoyed by his fellow musicians who were among the audience. Mr. Musin was assisted by Mme. Christine Dorsert, who sang Liszt's lovely "Migno." Mr. Bruno Klein and Mrs. Klein played a Chopin rondo for two pianos.

CONCERTS FOR YOUNG PEOPLE.—This series was inaugurated Saturday afternoon, December 22d, at Steinway Hall. A large audience, composed mainly of children, showed the favor with which the plan is being received. The programme extended a little over an hour, opening with the overture to "Preciosa," followed by the lighetto movement from Beethoven's second symphony. Miss Amy Sherwin sang an aria and a ballad, and for a recall, "Coming Thro' the Rye." The Wedding March, by Mendelssohn, especially pleased the little folks, and the concert closed with a selection from Wagner. Mr. Theodore Thomas conducted the orchestra, which was made up from Philharmonic Society. The dates of the succeeding concerts are January 12th and February 2d. We hope the pecuniary success of this undertaking will be such as to warrant other series another season.

R. WORTHINGTON.

Among the publishing houses of this city, that of R. Worthington has become well known on account of the admirable selection of standard popular works. The business was founded in Montreal, Canada, in 1861, in a small way, but a branch office being opened in Boston, Mass., the commercial enterprise of the founder very soon developed and extended the business throughout Canada and the United States. Beginning by importing a large proportion of his stock, he advanced to the publication of books on his own account. In 1868 the headquarters of the firm was removed to New York, and in 1871 the business of the Montreal and Boston branches was consolidated and established at the main New York office, 770 Broadway, where it is at present.

Mr. Worthington early perceived the demands and wishes of the reading public, and determined to supply these wants with the best books of standard and juvenile literature; in this line he is doing a very large and rapidly increasing business. His ventures in other fields of publication have been rewarded by abundant success. Looking over the numerous books offered in Mr. Worthington's holiday catalogue, one finds attractive and beautiful volumes that will satisfy every taste. Many are particularly suitable for Christmas gifts and adapted to all ages. Among those specially elegant and noteworthy will be found the superb "Types of Spanish Story," illustrated with proof etchings; "The Dore Gift-Book," a splendid work illustrating Tennyson's "Idylls of the King"; S. C. Hall's "Memories of Great Men and Women"; "Our Northern and Eastern Birds;" "Stately Homes of England;" "The Destruction and Re-discovery of Pompeii;" "Etudes (studies) in Modern French Art;" and other beautiful works. In purchasing the books bearing the imprint of this house, one is certain to obtain excellency of typography, illustration, and binding.

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AS TO THE FUTURE.

Please note the following features of the JOURNAL:
1. The series of articles from Col. F. W. Parker, the first of which appeared Nov. 10. Others will follow each month.

2. The valuable series of letters from our special correspondent at Col. Parker's Normal School, Ill. These give a minute description of the methods employed there, and have been read with deep interest.

3. We give sketches of prominent educational men.

4. The School-Room Department, which is and has been the center of the paper; "How to Teach" is the problem before the earnest teacher; all know the *what*, few the *how*. We shall make the JOURNAL worth \$50 a year to every subscriber. We shall make the it a paper no live teacher can do without.

AS TO THE PAST.

The educational world does MOVE. The SCHOOL JOURNAL began in 1874 to preach a reform in educational methods; it urged that we should absolutely teach in accordance with the principles enunciated by Socrates, Pestalozzi, Froebel, Page, Mann, and others. To all this there was at first shrugging of shoulders, and "I wish we could." Undismayed it went on finding here and there those who believed it was possible that the school-rooms should be centers of light, life and joy, instead of knowledge. At last the entire continent is feeling a new impulse. "There is something in the air," all now exclaim. The dearest teacher has heard of the "New Education."

The JOURNAL has not filled its pages with disquisitions "about Education." There are thousands of men who can write "about Education," whose schools are caricatures. We have done a better thing; we have explained the foundation PRINCIPLES of education, and have given METHODS founded on those principles. We hold that the great thing needed is TEACHERS WHO COMPREHEND THE PRINCIPLES OF EDUCATION. Such teachers will easily form their own methods. We therefore explain these principles and give methods that in themselves suggest principles.

The teachers have seen at a glance that the JOURNAL is fitted to be a right hand of help. They have felt its inspiration. Volumes could be filled with testimonials; thousands tell us that it has doubled and quadrupled their power of teaching. It is worth hundreds of dollars to the teacher who wants to improve himself and his school. No investment is so valuable as a subscription to the JOURNAL.

Correspondence in regard to subscriptions should be addressed to the publishers,

E. L. KELLOGG & CO.,
Educational Publishers, 21 Park Place, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

POPULAR ASTRONOMY. By Wm. G. Peck, LL.D. New York: A. S. Barnes & Co.

This book is remarkable chiefly for the scholarly simplicity of its style, the natural order of its arrangement as a branch of school study, and the readiness with which it can be understood by the unscientific reader. It embraces all the principal points of recent astronomical discovery. Its graphic illustrations of astronomical instruments and their uses, its clearly drawn figures, and the absence of useless speculations are also prominent features. Special value in the eyes of many will attach to the practical maps of the heavens for different seasons of the year, whereby the constellations can be better traced. In fine, the whole treatment of this subject is just what we might expect from a teacher and author of such eminent attainments and experience as Prof. Peck, of Columbia College. He modestly says "it was published to meet the wants of the author," but the public will soon find out that it will meet many of their wants as well.

ENGLISH LYRICS. New York: D. Appleton & Co. (The Parchment Library.) \$1.25.

The editor of this dainty collection very carefully points the distinction between an ode and a lyric in his introduction; showing at the same time the intentional limitations of the volume. Of the inside it is sufficient to say that many of the most exquisite lyrics in the language have found a place here, and some of the noblest names. Shakespeare, Ben Jonson and Herrick are well represented, also Thomas Lodge, Fletcher and Beaumont, George Herbert, William Blake, Wordsworth, Scott, Carr pbell, and Shelley, beside other well-known lyrista. No living authors are included, and none who have died within the second half of the present century, for the reason, as the editor says, that we cannot judge them fairly.

The elegant white parchment binding of the book is in keeping with the inside, and presents a tasteful and unique appearance.

EXAMPLES FOR ELEMENTARY PRACTICE IN DELINEATION. Chas. H. Moore. Boston: Houghton, Mifflin & Co. \$2.00.

These examples afford material for elementary practice in drawing, which, while they serve to train the hand and eye of the beginner to accuracy and precision, serve also to quicken appreciation of those qualities of line which are expressive of living character and beauty. The value to the student of good examples must not be overlooked. They illustrate what is true and beautiful in nature and art and simplify nature's complexities, showing essential characteristics which the beginner would probably fail to perceive. Most admirably adapted for this purpose is this series of outline drawings. They are chosen with fine discrimination and judgment, and accompanied by suggestions and explanations that make them clearly understood and useful in the highest degree to a beginner.

INDIA: WHAT CAN IT TEACH US? Max Muller. New York: Funk & Wagnalls. (Standard Library.) 25 cts.

The subject of this book was originally discussed in a series of lectures to students of the University of Cambridge, England. They were published in book form, and are now reproduced in the present cheap American edition. It is cheap only in form, containing the entire text of the English edition; also the foot-notes. Of the author's ripe scholarship, and keen perception of all that holds living human interest, those need not be reminded who are conversant with his work. Here are pointed out the treasures, vast, almost beyond computation that lie awaiting the student in India; and various in character as they are tremendous in scope. In his own charming style, Prof. Muller addresses in turn the geologist, the botanist, and zoologist; the student of ethnology, archaeology, and numismatics, and indeed the scientist, in every direction; the lover of knowledge, the seeker after truth. Showing each what untold rewards may be gained from India. The book is not less attractive to the ordinary reader than to the scholar, and will be read with eagerness by everyone.

VERBAL PITFALLS. By C. W. Bardeen. Syracuse: Published by the author. 75 cents.

The compilation of this little volume was an exceedingly happy thought of the author. Many "verbal pitfalls" have been pointed out to us by scores of English and American philologists, among whom are: Webster, Worcester, Bryant, White, More, Gould, Swinton, Dean Alford, Whately, Bain, Whitney, Trevet, Matthews, de Vere, Fitzedward Hall, Marsh, and

Ayres. These have all aided in calling special attention to the more careful use of words. But in treating the topography of the language, as it were, all of these authorities do not agree in describing the location and size of these "pitfalls." Hence, our author has done a good service to philology, not in mapping out any new "pitfalls" of his own, but in gathering into one compact chart the conflicting linguistic surveys of others. This permits intelligent readers to largely follow their own course among such words as are dangerous to the purity of our English diction.

MOSAICS OF GREECAN HISTORY. By Marcus Willson and Son. New York; Harper & Bros.

This is another compilation from the hands of one of the most voluminous of American educational authors. Marcus Willson first became widely known for his Readers, Histories, books on School Drawing, etc. In later years he has done some excellent work in other lines, of which "Bible Mosaics" and the above book are samples. The book before us will be found very interesting and serviceable, especially to those whose libraries are limited, or who cannot afford the time for collating the information they may wish to use. The 550 pages of the volume contain specimen "tiles" from every period of Grecian History, beginning with the copious legendary period. So that it is almost a history of Grecian literature. The material covers all the wonderful phases of Grecian life—its heroism, art, learning, and philosophy, and these materials are so blended and wrought out as to make "Mosaics" a fit title. On the minds of very many a mere perusal of this book would perhaps leave a more vivid impression of Grecian genius and its historical significance, than the careful study of any regular one-book history could do. It is an excellent work to aid teachers in acquiring classical culture.

AMERICAN HISTORY. By Henry C. Northam. Syracuse: C. W. Bardeen.

The full title of this unpretentious little book is a "Help Towards Fixing the Facts of American History." This relieves the reviewer at once of the dread of encountering the withered carcass of a whole "History" between the lids of a 16mo volume. In fact, it is a series of topical tables in a great variety of forms that are really suggestive and helpful. Such books need to be supplemented in the school-room and at home by other histories—as many as teacher and pupils can collect and conveniently refer to for side readings. Although as a rule, systems of mnemonics are of little real value in teaching, the author has made use in this book of two "key-words" that deftly show the principal events of the Revolution and the Civil War. For example, beginning with 1775, the word *Liberty* thus recalls the seven years of the Revolution: L-Lexington; I-Independence; B-Burgoyne's Surrender; E-Evacuation of Philadelphia by the British and their pursuit by Washington, culminating in the battle of Monmouth; R-Retribution, meted out to the Tories and Indians for massacres in the Mohawk, Cherry, and Wyoming Valley; T-Treason of Arnold; Y-Yorktown, and the close of the war in 1781. Other features of interest add to the helpfulness of this little book.

THE GREATER POEMS OF VIRGIL. Vol. II. By J. B. Greenough. Boston: Ginn, Heath & Co. Price, \$1.25.

The four volumes of this work includes "The Bucolics," and the first six books of the "Æneid." The two volumes will be found more convenient for many classes than a single large book; while the first volume will alone suffice for the requirements of many schools. The text is clear and beautiful, and the notes are very judicious both in number and quality. There is no vocabulary in this edition. The general merit of the work is in keeping with the fine reputation this house has gained for the excellence of its classical publications.

AUNT CHARLOTTE'S STORIES OF AMERICAN HISTORY. Charlotte M. Yonge and H. Hastings Weld, D.D. New York: D. Appleton & Co.

The history for American youth to become acquainted with is that of their own country, and every book which tends to bring into prominence the true value of such knowledge may be counted among the progressive books of the time. The reputation of Miss Yonge as an historical writer for young people is already established; and it need not be said that the present work from her pen, with Dr. Hastings's cooperation, contains a competent record of American history, and one full of that vivid interest which really lies in the history of this country for those who know how to discover and display it. The book contains many excellent illustrations, which greatly adds to its value for young readers.

SERMONS. By David Swing. Chicago: Jansen McClurg & Co. \$1.50.

In this collection of twenty discourses, mainly on spiritual themes, there is disclosed a thoughtful mind, and one conversant with the higher significance of life, as also a spirit awake to the peculiar needs and tendencies of this time. The directness and simplicity of style, and the love of all that is lovable and beautiful which characterize these sermons, make them more than acceptable to the Christian reader.

LESSONS ON COLOR, IN PRIMARY SCHOOLS. Lucretia Crocker. Chicago: S. R. Winchell & Co. 30 cents.

This little pamphlet embraces a plan for color lessons, originally prepared for the use of teachers in the Boston primary schools. After revision and enlargement, it is offered in pamphlet form for wider application. Its arrangement and suggestions are excellent; and constitute a timely help in a direction that may profitably be pursued in primary schools to a greater extent than at present.

APPLETON'S HAND-BOOK OF WINTER RESORTS. New York: D. Appleton & Co. 50 cents.

This comprises one hundred and fifty pages of information both useful and interesting concerning American winter resorts for tourists and invalids, with instructions for arriving at them; giving also hints to travelers regarding fares, hotels, outfit and other matters. The information is so full and satisfactory, and the illustrations so attractive, that one longs to be either an invalid or a tourist, and to start on an excursion forthwith, under the guidance of this little hand-book.

BINGEN ON THE RHINE. Caroline E. S. Norton. Philadelphia: Porter & Cotes.

This is published in similar form to "The Night Before Christmas." In its way, the poem is equally a favorite, and its pathetic interest is heightened by the form in which it is presented. The illustrations are by such well known artists as Schell, Smedley, Fredericks, Perkins, Woodward and Garret, and were drawn and engraved under the supervision of James W. Lauderbach.

THE NATIONAL TEMPERANCE ALMANAC FOR 1884. New York: J. N. Stearns. 10 cents, \$1.00 per dozen.

It is the sixteenth year of publication of this little pamphlet, and it has been increasing in value and circulation every year. It has the latest official statistics, important and invaluable to every temperance worker; lists of temperance periodicals and temperance lodges; and temperance organizations in New York city and Brooklyn. It has pictures, engravings, stories and sketches.

"ATLANTIC" PORTRAIT OF HAWTHORNE. Boston: Houghton, Mifflin & Co. \$1.00.

This is published in the same general style as their portraits of Longfellow, Bryant, Whittier, Lowell, Holmes and Emerson. It represents Mr. Hawthorne in the fullness of his physical vigor, and cannot fail to be very acceptable to those who appreciate the remarkable excellence of Mr. Hawthorne's work. The accuracy and life-likeness of the portrait are vouched for by Mr. Hawthorne's daughter, Mrs. Rose Hawthorne Lathrop, in a letter to the publishers.

FRENCH CELEBRITIES : PART II. By Jules Claretie. New York: Funk & Wagnalls. Price, 15 cents.

This is No. 102 of the "Standard Library." It gives bright, sketchy news, by contemporary writers, of some of the most noted Frenchmen of to-day; among these are: Jules Ferry, Ernest Renan, Henri Rochefort, Jules Simon, Erckmann-Chatrian, and Alphonse Daudet. Such books as these are positive educators, as they introduce the average American reader to distinguished people, of whom otherwise they would be ignorant except in the most general way.

MONEY AND THE MECHANISM OF EXCHANGE. Prof. W. Stanley Jevons. Two Parts, 15 cents each. New York: J. Fitzgerald.

This valuable and timely treatise from one of the foremost contemporary writers on finance, should be perused by every thoughtful citizen. It throws light on all the great questions of finance, such as Metallic Money, Gold Coinage, Bi-Metallism, Bank Issues, Bank Reserves, etc., destined to receive thorough discussion in Congress this winter. The account of the Mechanism of Exchange here given is full and instructive.

MAGAZINES.

St. Nicholas opens the new year in brilliant fashion, bringing with it many fresh attractions from the best sources. Miss Alcott begins a series of pleasant "Spinning-Wheel Stories," with a sketch of "the good old times." "H. H." contributes a story of Colorado mining life, and Rose Hawthorne Lathrop a merry tale called,

"Fun Beams." H. H. Boyeson and W. O. Stoddard also lend their efforts to the general entertainment; and poems and pictures help to beautify the number.

General Sherman's retirement from the army gives timely interest to the frontispiece of the January *Century*, and to a paper by E. V. Smalley, in which the General's life and public services are discussed. "Garfield in London" is also of unusual interest. "In Words-worth's country" is a prose pastoral by John Burroughs, and other interesting articles are contributed. The illustrations are fine, as usual, and the poetry up to the *Century's* standard. The conclusion of "The Bread Winners," and the instalments of "Dr. Sevier" and "An Average Man" will be read with eagerness.

LITERARY NOTES.

The National Temperance Society has issued a new and excellent Temperance Lesson-Leaf for use in Sunday-schools the last Sunday in December. Its title is "Concentrated Misery." Price 50 cents per hundred. Address J. N. Stearns, Reade street, N. Y.

The *Continent Magazine* has been signalizing its removal to New York by the issue of several attractive numbers, in every way worthy of emanating from the metropolis—not only of commerce but of art and literature. The first number bearing the new imprint contains an illustrated article on Tennyson, entitled "The Princess and Its Author."

The new edition of "Students' Songs," comprising the twenty-first thousand, has just been published by Moses King of Cambridge. This collection comprises over sixty of the jolly songs now sung at leading colleges in America, with full music. Compiled by Wm. H. Hills (Harvard, 1880). The price is only fifty cents.

The *Once a Term*, a four-page sheet published in the interests of the Whitesboro Normal and Commercial College, is at hand, and contains a very full and detailed account of the plans and purposes of the institution, together with other items of general educational interest.

PAPER PADS.—Wonderful improvements have been made in the manufacture of papers put up in the pad form, within a comparatively few years. The convenience of pads is universally recognized by all classes and professions. Bankers, lawyers, merchants, tradesmen, manufacturers, and a host of others continually use them. The handy and compact style in which they are put up has long won for them the praise of all users. By the old method of making pads, a factory with a capacity of 500 complete pads a day was regarded as a large establishment. When the merits of papers in this form began to be more appreciated, the Acme Stationery and Paper Co., 117 Fulton street, came forward with their improved method which now enables them to produce with ease no less than from 20,000 to 25,000 complete pads each day, an enormous aggregate for each year of between six and seven millions. To enable one to form an adequate idea of the enormity of the business carried on by the Acme Stationery and Paper Co. we mention the figures of a large order for three hundred thousand tablets upon which they are now at work. The Acme Stationery and Paper Co. are under contract to complete and deliver within thirty days this quantity of pads, whose sheets would reach in a straight line from New York to Omaha. This, too, has to be done in addition to filling their other numerous orders. From these facts it can be readily perceived what the facilities and quality of goods produced by this company must be.

THE HORSFORD ALMANAC

and Cook Book is mailed free on application to the Rumford Chemical Works, Providence, R. I.

THERE are some pretty bad things done in this country, but we yet believe that the foundations of morality are being laid deep and firm. In our 50,000,000 of people there are 17,000,000 church members. The children in the Sunday-schools are estimated at 20,000,000, and over. The ministers number nearly 100,000. The amount paid for ministers' salaries is about \$50,000,000. All this shows a strong attachment to religion.

NERVOUS DEBILITY, CONSTIPATION, LOSS OF VITAL POWERS.—The Germ of Life.—Electricity relieves pain, removes indigestion and is the best nerve tonic known. To derive fullest possible amount of benefit wear the "Electro-therapeutic Belt of Life" introduced by the Electro-therapeutic Association, Limited, 12 East 14th Street, New York. Simple in Construction. Always in action when worn. Requires no acid. Sciatica, Lumbo-Sciatica, Chronic Rheumatism, Constipation and other morbid conditions instantaneously relieved. Numerous testimonials received daily. The Consulting Medical Electrician, Fellow of the Society of Science (London) who has made the application of electricity to the cure of disease a study, attends daily for consultation (free) from Ten a. m. to Six p. m., or by letter. Those who desire to attend should send for private advice form to 12 East 14th Street, New York. Hygiene, or the Art of Preserving Health, a 48-page pamphlet, containing price list and testimonials post free, on application to the Electro-therapeutic Association, Limited, 12 East 14th Street, New York.

A TALL man accosted a citizen. "My friend, I am a furrier from Worcester, Mass. I have walked all the way to this city. I am familiar with the French, Latin, and Greek languages, and can speak several East Indian tongues. But I am really in need of something to eat. Can you help me by giving me a little money?" "Do you speak Hebrew?" said the citizen. "I am unacquainted with Hebrew." "Well, here's ten cents for not speaking Hebrew."

TUBERCULOSIS.

Remarkable Improvement in the Case of a Physician's Daughter.

A physician in the State of New York, whose daughter was in rapid decline, sends us a report, which we give, showing a prompt arrest of the disease and a rapid return healthward.

"Your Home Treatment was duly received, and my daughter immediately commenced its use, stopping all other treatment. The results are marvelous indeed. She says that she feels very well, except that she has some cough yet. You will see by reference to my former letter that she had a very bad train of symptoms. Two physicians whom I called to see her pronounced it a case of Tuberculosis, and gave it as their opinion that she could not recover. She had had a cough for a year; was very hoarse; had a severe pain in right side; chills for last two months, with night sweats, emaciation, weakness, and loss of appetite, and nervousness; could not sleep at night; pulse a hundred and over at times; respiration about twenty-five to thirty-four. She began to improve in about one week from the time she commenced the Oxygen Treatment, and has continued up to the present time. All the bad symptoms enumerated have passed off. I cannot add words to express my gratitude."

Our "Treatise on Compound Oxygen," containing a history of the discovery and mode of action of this remarkable curative agent, and a large record of surprising cures in Consumption, Catarrh, Neuralgia, Bronchitis, Asthma, etc., and a wide range of chronic diseases, will be sent free. Address, DR. STARKY & PALEN, 1109 and 1111 Girard St., Phila.

A YOUNG lawyer of this city, who has a girl in Warren, and one in Corry, and another in Meadville, may be said to be already conducting a circuit court.—*Oil City Derrick*.

REASONABLE INFORMATION.

Of the many remedies advertised in our columns for the cure of coughs, colds, or kindred complaints, we desire to call the attention of our readers particularly to Madame Porter's Cough Balsam. This is a remedy which has been long known, and is very generally and extensively used particularly in New York and in the New England States, where it is kept on hand as a household remedy, and where its virtues are highly and justly prized. It is particularly adapted to children, being very palatable and free from nauseous taste, and therefore readily taken by them, and is at the same time one of the most efficacious remedies in use. It has maintained its high standard of excellence for over forty years, despite the many remedies which in the meantime have been extensively advertised in the public prints. It is not claimed for it that it is a cure for consumption, although even in the worst cases of that disease we hear that it affords relief when relief is all that can be expected.—*Christian Advocate*, Feb. 12.

Two bottles of Ely's Cream Balm cured the wife of a well known U. S. A. general, and also two army officers in Arizona of catarrh. Price 50c. Pleasant to use. Apply by finger.

PIMPLES, BLACKHEADS, ETC.

Permanently cured by the use of Pearl's White Glycerine. It is the only article known to chemistry that will remedy the various faults of the complexion without injury. It is also pleasant to use.

A GREAT social and political novel, entitled "My Name is Smith," by a new writer, is announced in England. The writer may be new, but it strikes us that we have heard the name before.

All forms of Heart Disease have been cured by Dr. Graves' Heart Regulator. Price \$1. 6 for \$6.

ELLA (five years old, who has broken a window)—"Papa, dear, don't beat me; subtract it rather from my marriage dowry."



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Order direct from this advertisement. Remit by draft, money-order or express (money refunded if organ not satisfactory), or if you do not wish to send cash with order, send a check or endorsement from some bank or respectable firm, to the effect that you are responsible, and will pay for the Organ if found as represented. We will promptly ship you one for examination as soon as possible.

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To those who will agree to show the Organ, and assist us in making sales in their locality, we will furnish a sample Organ, as above described, for **\$65** net cash. To secure this special price mention this paper.

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